

## MINUTES

State P-16 Council Meeting

June 22, 2005

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*Call to Order* The P-16 Council convened June 22, 2005, at the Kentucky Department of Education, State Board Room, Frankfort, Kentucky at 9 a.m.

*Roll Call* The following members were present: Chairman Richard Freed, Peggy Bertelsman, Dorie Combs, Art Darrell, Virginia Fox, Bonnie Lash Freeman, Cheryl King, Tom Layzell, Phillip Rogers, Laura Owens, David Rhodes, Nancy Newberry (for Kim Townley), Gene Wilhoit, and Elizabeth Jefferson.

*New Appointments* Chairman Freed announced that Dorie Combs and Bonnie Lash Freeman have been reappointed and David Rhodes replaces Hilma Prather as KBE appointments. Phyllis Maclin is replacing Peggy Bertelsman as one of the CPE representatives.

*Approval of Minutes* There being no corrections of the minutes of the March 23, 2005, meeting, a motion for approval of the minutes was made and seconded. The minutes were approved as submitted.

*Recommendation for Chair* The P-16 Council chair alternates each fiscal year between the KBE and the CPE. Dorie Combs of the Kentucky Board of Education was nominated for chair. There being no further nominations, a motion was made and seconded that Dorie Combs chair the P-16 Council for fiscal year 2005-2006. The motion carried.

*Education Cabinet Secretary's Report* Secretary Fox reported that it is hoped that Kentucky will be the recipient of an NGA grant funded primarily by the Gates Foundation to promote the American Diploma Project (ADP) and work on redesigning high schools. Universities, colleges, and businesses are supportive of this initiative. Governor Fletcher intends to focus on low-performing schools, particularly on high schools and early childhood and on teacher and leader quality. She expressed that she was excited about the working teams that Gene Wilhoit, Dr. Layzell, and Phillip Rogers have put together to address these issues.

*Roundtable Discussion* At this time, Dr. Freed invited Dr. Skip Kifer, Dr. Gail Wells, Milt Koger, Dr. Delores Mize, and Dr. Bill Bush to join the council at the table to join in the discussion.

Dr. Freed then introduced Dr. Kaye Forgione, an expert in the field of mathematics from Achieve, Inc., who presented a PowerPoint presentation and analysis of Kentucky's math standards.

Dr. Forgione stressed the need for rigorous standards to which assessments, curriculum, and professional development are aligned. She has reviewed Kentucky's Program of Studies, Core Content for

Assessment, and statewide college readiness standards in mathematics and compared them to the American Diploma Project (ADP) benchmarks. She found there is generally very strong alignment between the college readiness standards and the ADP benchmarks.

Kentucky college readiness standards in mathematics are divided into three levels: gateway skills, skills that are valuable but which students can learn once they get to college, and skills that are essential for students going into math intensive majors. There were a few areas where ADP benchmarks were more rigorous or more extensive when compared to the college readiness standards.

Kentucky's 6-12 standards compared to ADP and college readiness standards show that the expectations in the Program of Studies and Core Content for Assessment, as they now exist, are not consistent with one another. The Core Content for Assessment aligns better with the ADP and college readiness standards. One challenge is going to be to bring these two standards documents into alignment, which is currently being planned.

The Core Content for Assessment was more rigorous than the Program of Studies. There was very strong alignment in Algebraic thinking between the ADP and the college readiness standards. The Core Content was better aligned with these standards than the Program of Studies.

Dr. Forgione recommended developing a single document that gives clear and consistent expectations and using examples or sample problems to assist in clarifying the expectations.

Commissioner Gene Wilhoit said that we need to get as specific as we can about the alignment of the college expectations and high school documents. He gave an example that if a student is admitted into college but does not receive credit, we are providing a disservice to that student. Commissioner Wilhoit further stated that there is a lot of pressure from major policy conversations at the Southern Regional Education Board (SREB) around designing a middle school curriculum that provides a basic understanding of algebra by the time students exit the eighth grade. A compatible state policy that the State Board of Education could take would be to accelerate or redesign the middle school math curriculum and require students to engage in mathematics study for four years at the high school level.

Dr. Bill Bush, professor of math education at the University of Louisville and director of the Center for Research in Math/Science Teacher Development, indicated he had done an analysis across six different documents in terms of how they aligned with the ADP

benchmarks. When he aligned the KDE documents (Core Content, both new and old) and power standards used to develop the end-of-course assessments, he indicated that he looked at the gateway skills, Kentucky Early Mathematics Placement Test (KEMPT) test, and ACT, and he concluded that there are two different messages going to teachers. The KDE documents align well with the benchmarks; the college readiness documents, however, lack some benchmark skills, resulting in mixed messages to high school teachers trying to prepare students for college.

Dr. Skip Kifer, professor of education at the University of Kentucky, expressed his concern with relying on the ACT insofar as one test score is used to make a decision for a child's future. He does not feel that one test score is a reliable predictor of college preparedness. He suggested if we are going to be standards-based, we must be standards-based across the board.

Dr. Gail Wells, vice president for academic affairs and Provost at Northern Kentucky University, stated that if we can propose clear, well defined standards it will be easy to prepare teachers to be able to teach them.

Another participant noted that he suspects standards for middle school teachers are too low. The dilemma he sees is to find a way to attract more high quality teachers without lowering standards. He noted that money is not the only issue in teacher recruitment; there also is the intrinsic reward of teaching.

Secretary Fox questioned where higher education's concern is with the mathematicians not preparing the students. Since everyone agrees high math standards are needed, she asked if the problem lies in time and focus.

Dr. Wells responded that mathematicians do believe that statistics and data analysis are important, but they find the overall problem is that mathematically at-risk students have not mastered basic algebra skills. She does not believe it has been made clear in previous standards what algebra is required in order to be able to succeed in college. If the ADP guidelines are adhered to, there will not be a need for this discussion.

Linda France stated that the KDE recognizes that the curriculum is crowded. For example, trying to sandwich all math standards into three credit requirements at the high school level is problematic. She emphasized that how we design programs around the standards will be critical to helping students achieve the standards. Others agreed that the curriculum is too crowded.

Many middle school students are arriving “math-phobic,” taught by elementary teachers who are “math-phobic.” It is imperative that elementary students be taught math well, so students are not turned off to mathematics.

Peggy Bertelsman summarized her years on the P-16 Council, saying the group has been discussing these same topics for at least three to five years. Furthermore, early on, the Council supported rigorous standards and a rigorous curriculum. We now need to apply these recommendations and determine which factors are inhibiting their implementation. She suggested that these factors, two of which are crowded curriculum and teacher preparation, be analyzed and dealt with individually.

Tim Hanner, deputy superintendent of Kenton County Schools, expressed the need for ongoing assessment at all levels. Middle school needs a clear definition as to where students need to be at the end of the eighth grade. The KEMPT test has been a wonderful tool and more end-of-course assessments are needed.

Another member made an argument for teaching for understanding rather than teaching for performance.

One member discussed the fact that Japan only teaches 39 basic math concepts and significantly outperforms our students in math. We try to teach 360 math concepts. She suggested we find out what these 39 basic math concepts taught in Japan are and teach them.

In discussions of core content standards, the KCTCS faculty was the most adamant about the need for algebra, proofs, and specific examples because they bear the brunt of remediation in the state and their graduates are required to pass licensure exams.

Chairman Freed asked that Council decide who will be responsible for making some of these changes. Part of the agenda at the next meeting may be the CPE’s responsibility and the KDE’s responsibility. Peggy Bertelsman further suggested that the Council compile a list of factors that are most responsible for preventing implementation, decide who should look at each factor, and set goals for resolutions. It was decided that this will be worked out between the new chair, Dorie Combs, Tom Layzell, Gene Wilhoit, and their staffs. It was also decided to put part

B of today’s agenda (the relationship of College of Education) on a future agenda. Dr. Combs invited people to call or email her with suggestions.

Dr. Kifer addressed measurement error, the fact that tests do not predict perfectly, and noted that contexts matter. He gave several examples of college success predictors. While he praised the ACT, he agreed that it should not be the single standard used in college placement.

The Council and guests discussed at length measurement of a student's postsecondary readiness based on grades, test scores, ACT scores, and skills assessments.

Dr. Layzell stated that if KDE comes up with a Student Unit Level Assessment starting in middle school, the CPE will incorporate that into postsecondary placement.

In general, the Council agreed that placement policies for specific courses need to be based on more than one test score, more rigor is needed at the secondary level, and changes are needed in the recruitment and preparation of teachers.

Milt Koger, of HumRRO, presented data on reports they have done for the KDE. HumRRO performs consequential validity research for the Office of Assessment and Accountability and presented an analysis of CATS (Commonwealth Accountability Testing System) assessments and the ACT.

Dr. Layzell asked the attendees to help the Council think in terms of the CPE and the KDE appearing before legislative committees to justify asking for more money for education. Regarding the previous discussion of crowded curriculum, he asked "what is it that is crowding out what we say is important?" In summary, the Council has gone on record supporting a rigorous curriculum, and Dr. Layzell asked "What is keeping us from doing this and what is it going to take to do it?" The answers to these questions are needed to prepare for upcoming legislative committees.

Secretary Fox informed the Council that the colleges and employers are not happy with the high school graduates they are seeing. She pointed out that Governor Fletcher is on the Achieve Board and that Kentucky was recognized as making great progress at the national meeting. However, she pleaded that the Council work together to move forward and continue the progress already made on school reform and not get hung up on small details.

Dr. Delores Mize, of the Oklahoma State Regents Higher Education Board, explained that four districts in Oklahoma, beginning in the 1992-93 school year, participated in delivering both the Explore assessment in the eighth grade and the Plan assessment in the tenth grade and testing every student. Oklahoma now has 98 percent of the eighth and tenth grade population in 540 districts participating. They have a linear data system and can measure the value added between the eighth and tenth grades, and between tenth grade and the time the student takes the ACT, and they have diagnostic information about student learning and the quality of the curriculum. These data show there is very little being added to the students' knowledge and abilities between the time they take the Plan test in the tenth grade and the time they graduate. However, she pointed out that data are only as good as the degree to which they are used, and the teachers did not know how to take the data, compare it to what they were teaching, and change the curriculum accordingly. The next step was, therefore, to provide intensive training to the teachers on how to interpret and use the data effectively.

Over the past ten years, Oklahoma has made greater gains in ACT scores than any of the SREB states. Of the three states that made the highest gains, two of them (West Virginia and Oklahoma) were all statewide Educational Planning and Assessment System (EPAS) adoption states. Over the past ten years, as EPAS was implemented, some of the results include: the lowest income students now outscore their national peers; the highest income students are not scoring as high as their national peers; and African American, Hispanic, and Native American students now outscore their national peers; however, in most cases these students still are not performing at the benchmark.

Elizabeth Jefferson indicated that in the fall of 2004, the P-16 Council asked the local P-16 council network to put together a list of their needs. Significant input was received from across the state that will be discussed in September.

Representatives of 15 local P-16 councils were invited to address the Council with a limit of five minutes each.

Dale Duvall: The Appalachian P-16+ Regional Council is currently focusing on curriculum alignment, teacher quality, and student transition to higher education. They have helped organize five councils in their region.

Ron Daley: The Kentucky River P-16 Council has formed a Professional Development Day which is an all-day event with an attendance of 400. They have work groups in the areas of professional

development and teacher preparation, curriculum alignment, preventing dropouts, and promotion and advocacy of educational issues.

Elizabeth Jefferson and Patty Markwell: The Lincoln Trail P-16 Council has teacher education and the elimination of the miscommunication between high school and postsecondary educators as their primary goals. They have held math and literacy symposiums for three years to bring everyone together for discussion. They also worked with Toyota Quest to set goals and priorities, developed a developmental adult education course pilot, and are involved in many projects with community support. The local hospital has made free office space available to them, and they are working on, among other things, middle school health clubs that will follow students through high school.

Dan Ash and Julie Scoskie: The Greater Louisville Workforce Education (WE) Initiative is focusing on adult education from GED to Ph.D. attainment. They are collaborating with postsecondary education institutions, public education systems, workforce investment boards, local government, business representatives, and community-based organizations.

Don Howerton: The Madison Area P-16 Council's goals are first to incorporate good work ethic ideas into the learning process. Their goal was to raise \$1.5 million locally. He reported that they have already raised \$640,000. Their second goal relates to Educational Planning Excellence and expansion of 2004-05 testing in the EPAS system. He noted that pre-college enrollment is up by 3,700. Their third goal is to reach a point where all residents value education.

Augusta Julian: The Maysville Partners for Student Success has identified four areas of focus: transitioning to college or work, curriculum alignment, teacher recruitment and preparation, and workforce demands on the quality of the workforce. They have worked with high school sophomores and their teachers and counselors, focusing on transitioning to college or work. The data collected will be shared with high school teachers, principals, and superintendents to identify ways to help those students. They are promoting adult education with advertisements, radio announcements, open houses, and they assisted in recruiting instructors. They will be participating in a professional awareness day that will include assessment, classroom strategies, and content areas. All of their teachers will be invited.

W. A. Franklin: The Murray State Regional P-16 Council's initiatives include geoscience, arts and humanities, math, social studies, Spanish, and Japanese. They have an alternate certification program supporting teachers in difficult to fill areas, such as chemistry, physics, and math. They convened the academic department chairs of all the institutions of higher learning in their area to identify where the gaps are between high school and college readiness standards.

Tim Hanner, Steve Newman, and Jennifer Miller-Horn: The Northern Kentucky Council of Partners discussed the need for more relevant resources in middle schools. They sponsor an annual Northern Kentucky Education Week as a way to recognize people who have received awards throughout the year in the field of education and to celebrate education in general. Mr. Hanner stressed the importance of communication among the local chamber of commerce, universities, and the local school districts. They also formed a Northern Kentucky ADP Network which includes 35 high school and middle schools.

Nick Brake: The Greater Owensboro Alliance has embraced four community benchmarks in education: 1) early childhood initiatives getting more children into preschool, 2) workforce development initiatives centered around adult education and literacy issues, 3) On To College to promote college attainment and readiness, and 4) baccalaureate attainment. They have developed a learning community project looking at these community benchmarks. Additionally they have a county government occupational tax, but citizens are given an occupational tax waiver if they earn a college degree. Next year they will offer a collegiate-high school initiative that will allow a student to simultaneously earn a high school diploma and a two-year associate degree.

Alvin Moore: The Purchase P-16 Council is looking at unemployed adults and partnering with the Chamber of Commerce and the Community College and promoting the Kentucky Employability Certificate and the Kentucky Manufacturing Skills Certificate. Between the summer of 2004 and May of 2005 over 500 people have earned the Kentucky Manufacturing Skills Certificate and 300 have earned the Kentucky Employability Certificate. Adult education is available to help those not successful in earning these certificates. They also are looking into retail sales and tourism career paths.

Gary Perkins, Sharon Cox, and Donna Travillian: The Southeast Area P-16 Council did a comprehensive needs assessment and found that 50 percent of their workforce scored at a literacy level of level 1 or 2. They also found that 40 percent of the population did not have a high school diploma. Therefore, this Council is focusing on adult education.



As they register children for preschool, they are offering and registering parents up for adult education. The local Chamber of Commerce is also encouraging business leaders to provide tuition or some type of incentive for those completing their GED.

John Peterson: The Warren/Barren P-16 Council has increased the level of communication among the various educational assets in their area. They sponsored a math conference for middle school, high school, college, and technical school faculty to discuss how to better align math curricula as well as a needs assessment meeting.

Several members of the council thanked the local P-16 Councils for their reports and offered encouragement to continue their various successes.

Peggy Bertelsman thanked Chairman Freed for chairing the Council this past year.

*Other Business*

The next meeting will be September 6, 2005, coordinated by the Council on Postsecondary Education.

*Adjournment*

The meeting was adjourned at 3 p.m.